DOCUMENT RESUME

ED 113 916 95 EC 080 300

AUTHOR	Bessant, Helen P., Ed.
TITLE	A Final Report, 1969-75. [Norflok State College. Education Professions Development Act Project.]
INSTITUTION	Norfolk State Coll., Va.
SPONS AGENCY	National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.
PUB DATE	Jun 75
GRANT	OEG-0-070-1880
NOTE	58p.; For related documents, see EC 080 297-299
EDRS PRICE	MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS	Cultural Differences; Elementary Secondary Education; Exceptional Child Education; *Handicapped Children; Inservice Education; *Parent Education; Professional Education; *Program Descriptions; Program Evaluation; *Regular Class Placement; *Teacher Education

ABSTRACT

Presented is the final report of a 6-year Teacher Instructional Program (TIP) to train regular classroom and other educational personnel to understand the emotional and educational needs of handicapped children (in grades K-6) and of a Parent Education Program (PEP) operated conjointly with TIP. Included in an overview of the project is information on its purpose, staff and organization, participant selection, and on dissemination of project activities and products. Description of TIP focuses on the following aspects: project goals (such as enhancing participants' skills in diagnosing learning problems), summer institutes, academic year seminars, and resource services provided participants (such as help in developing learning centers). Special project emphasis on cultural diversity is explained in two papers, and results of a program evaluation by participants are reported. Components of PEP covered include specific objectives of the self development training (such as increasing participants' knowledge of consumer economics), objectives of the teacher aide program, evaluation of the participants' self-concepts, and results of a program evaluation by participants. Also described is an Instructional Resource Center connected with the program. Appendixes include a pupil survey form and a list of project publications. (LS)

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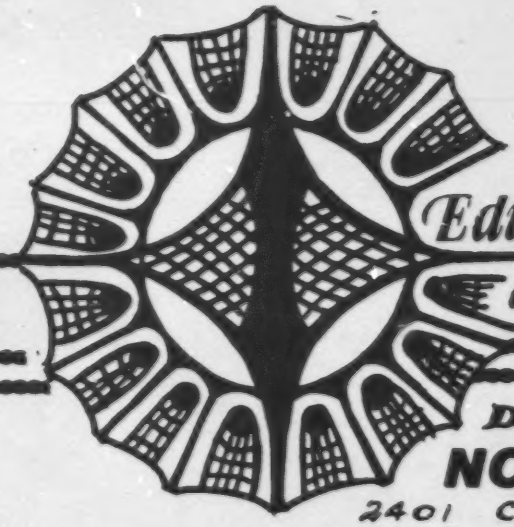
A FINAL REPORT

Helen P. Bessant, Editor



Education Professions Development Act · 1974-5

DEPARTMENT OF SPECIAL EDUCATION
NORFOLK STATE COLLEGE
2401 CORPREW AVE., NORFOLK, VIRGINIA, 23504

EC 090 300

NORFOLK STATE COLLEGE

Education Professions Development Act Project

A FINAL REPORT

1969-75

Helen P. Bessant, Editor

June, 1975

This publication is supported by an Education Professions Development Act grant from the National Center for the Improvement of Education Systems, U. S. Office of Education. Department of Health, Education, and Welfare (Grant No. OEG-0-070-1880).

The opinions expressed herein do not necessarily reflect the position, policy, or endorsement of the grantor.

Acknowledgements

It would be virtually impossible to name all of the persons who have contributed to the success of this project during its six years of operation. However such a summary product as this must identify a few persons who merit special mention.

Sincere appreciation is expressed to Dr. Lyman B. Brooks, President of Norfolk State College, who took a personal interest in the EPDA Project from its inception and who perpetuated his commitment and services to the community through his personal participation in EPDA Project activities.

Special recognition is accorded Dr. Roy A. [illegible]ds, Norfolk State College Vice President, who gave steadfast support to the Project and its staff in its many, sometimes unconventional, activities.

A sincere thanks goes to Dr. Ruth Diggs, Norfolk State College Chairman of Special Education, who served as project director for three years and continued to contribute to the success of the project as a member of the steering committee.

Continued support and assistance of public school administrators is also acknowledged. Sincere appreciation is expressed to Mr. Ralph Newton Director of Elementary Education, Norfolk Public Schools who has worked closely with the project for all of its six years. Thanks is also expressed to Dr. Franklyn Kingdon, Assistant Superintendent for Instruction,

Chesapeake Public Schools who has been a strong supporter since Chesapeake joined the project during the 1970-71 project year. Additionally special thanks goes to all public school, community, and college personnel who served on the project steering committee.

Needless to say, the project could not have existed were it not for the many administrators, teachers, teacher aides, parents, and children who participated in and were served by the project. They were the *raison d'etre*. Thanks to each of these persons who made the project possible and contributed to its success.

Without a good hard-working staff such an effort as the project would surely be doomed to failure. The special commitment which was often evidenced by working far more that a normal load to "get the job done right" is again recognized herein.

Finally thanks is expressed for the continued guidance and direction of Mr. Ed Moore who served as project officer for this project for each of its six years and now heads the Exceptional Children Branch, NCIES-USOE.

Helen P. Bessant

June, 1975

Project Staff

1974-75

Bessant, Helen P. (Ph. D., University of Conacticut) Professor of Special Education, Project Director

Fleck, Shirley, Project Child Care Worker (Part-time)

Leathers, Peggy S. (Diploma, Kee's Business College), Project Clerk-Typist

May, Eunice (B.A. Florida A & N University; Further Study, Southern Illionis University), Project Social Worker

Owens, Ellen, Project Technician, Instructional Resource Center

Parker, Rebecca (Licensed cosmotologist; tailor) Project Home Economist (Part-time)

Robinson, Brenda (A.A., Norfolk State College), Project Home Economist (Part-time)

Robinson, Leola C. (M.A., Columbia University), Assistant to Project Director for Teacher Instructional Program

Rutledge, Fairy (M.S., University of Virginia), Project Instructor

Scarbrough, Annabell T. (M.A., Columbia University), Assistant Project Director for Parent Education Program

Schulte, Catherine B. (M.S., Old Dominion University), Resource Media Specialist, Instructional Resource Center

OVERVIEW

Purpose

The purpose of this project was to train regular classroom and other educational personnel to understand the emotional and educational needs of handicapped children in the regular classroom. The primary aim is to increase the competencies and to enhance the consitivities of participants to more effectively respond to children with learning problems. A specific focus was on cultural and ethnic minorities.

The project staff recognized early on that to effectively help a child who has learning problems (or any child), not only the school environment must be healthy but the home environment as well. Subsequently a Parent Education Program (PEP) was wed to the Teacher Instructional Program (TIP) during the very first year of the project. Additionally it was recognized that effective instruction necessitates knowledge of, skill in the use of, and access to the most contemporary instructional media. Subsequently the college curriculum center was staffed, holdings were increased manifold, and the philosophy and services were expanded to include the Tidewater area. This facility became the Instructional Resource Center (IRC).

The "umbrella approach" evolved. The project staff uses this term to describe the protective services it renders to prevent inappropriate labeling of children and subsequent placement in special classes. The child's parent and his teacher are engaged in experiences to give the skills to provide an environment conducive to learning. Additionally individual and/or small group instruction was provided for children, who evidenced the need, by project instructors.

Staff and Organization

The project began in 1969-70 with a full-time staff five plus a quarter-time project director - for too few persons for a year during which there were about one hundred twenty-five participants in four components (a summer institute for physical education teachers, academic year sessions for employed teacher aides, academic year parent education in self development, and summer and academic year seminars for regular educators). The following year the number of participants in TIP was reduced to 40 which has been the limit since. The staff was gradually increased also to its present size (eight full-time, three part-time persons).

The table of organization is depicted in Figure 1. The grant was awarded to the Norfolk State College Special Education Department.

The steering committee serves the project in an advisory capacity. It periodically peruses the project's activities and offers suggestions.

Serving on this committee are the offical liaison administrators designated by the superintendents of the three participating local education agencies - Norfolk, Chesapeake, and Virginia Beach, Virginia public schools. Additionally, building principals from project schools are invited to serve on this committee. Several community persons including parent participants are also members of the steering committee. In addition to the project staff the other members of this committee are members of the college faculty. (See the Appendix for names of members of the steering committee)

The instructional leaders are representatives from each project school who were selected by their peers. Their purpose was to ensure that participants continually analyzed and monitored project activities to ascertain that they were in fact responsive to the needs of the participant. They met as necessary but consistently gave input, on programmatic and general matters, to the project staff.

Participant Selection and Reward

Participation in the project 1969-73 was limited to principals, resource teachers, and teacher aides serving children in grades K-4. Personnel serving grades 5 and 6 were also included from 1973 through 1975.

A specific procedure has been followed since the inception of the Project in the selection of participants. The liaison administrators invited principals of selected Title I schools to participate in the project. Those who, on receipt of infor-

mation on the project, decided to become a project school, explained the project to their faculties and asked for volunteers to participate. Parent's of children in the aforementioned grades, although their children may not have been in the classroom of a TIP participant, were invited to participate in the PEP. Thus, a strictly voluntary system was used throughout the selection procedure.

Those persons who volunteered to participate in TIP received nine semester hours of tuition-free graduate (or undergraduate) credit in special education courses. They also received a stipend to cover some of the expenses incidental to participation in the project.

Persons who participated in the PEP were awarded certificates of completion 1969-73. For participation in PEP during each of the last two years, Norfolk State College's Division of Continuing Education awarded continuing education units (CEU's). PEP participants received no monetary remuneration.

Dissemination

Activities and products have been disseminated throughout the Tidewater area and the state of Virginia and to various parts of the country. The medium has been primarily conference presentations. However other dissem nation efforts include newspaper and television coverage, project newsletters, project publications, and production of five sound-filmstrips.

Project staff members have made invited presentations at numerous sites including Missouri, Massachusetts, Penn-

sylvania, North Carolina, South Carolina, Illinois and Florida. Additionally staff members have presented and exhibited at conventions of professional organizations.

Sample newspaper articles and notice of television appearences may be found in the Appendix.

Newsletters have been disseminated the project each year. For each of the last three academic years this organ, designed to appeal to parents and teachers alike, was published four times. During 1974-75 the Instructional Resource Center also prepared and disseminated four newsletters.

Project publications and a flyer describing the sound-filmstrips appear in the Appendix.

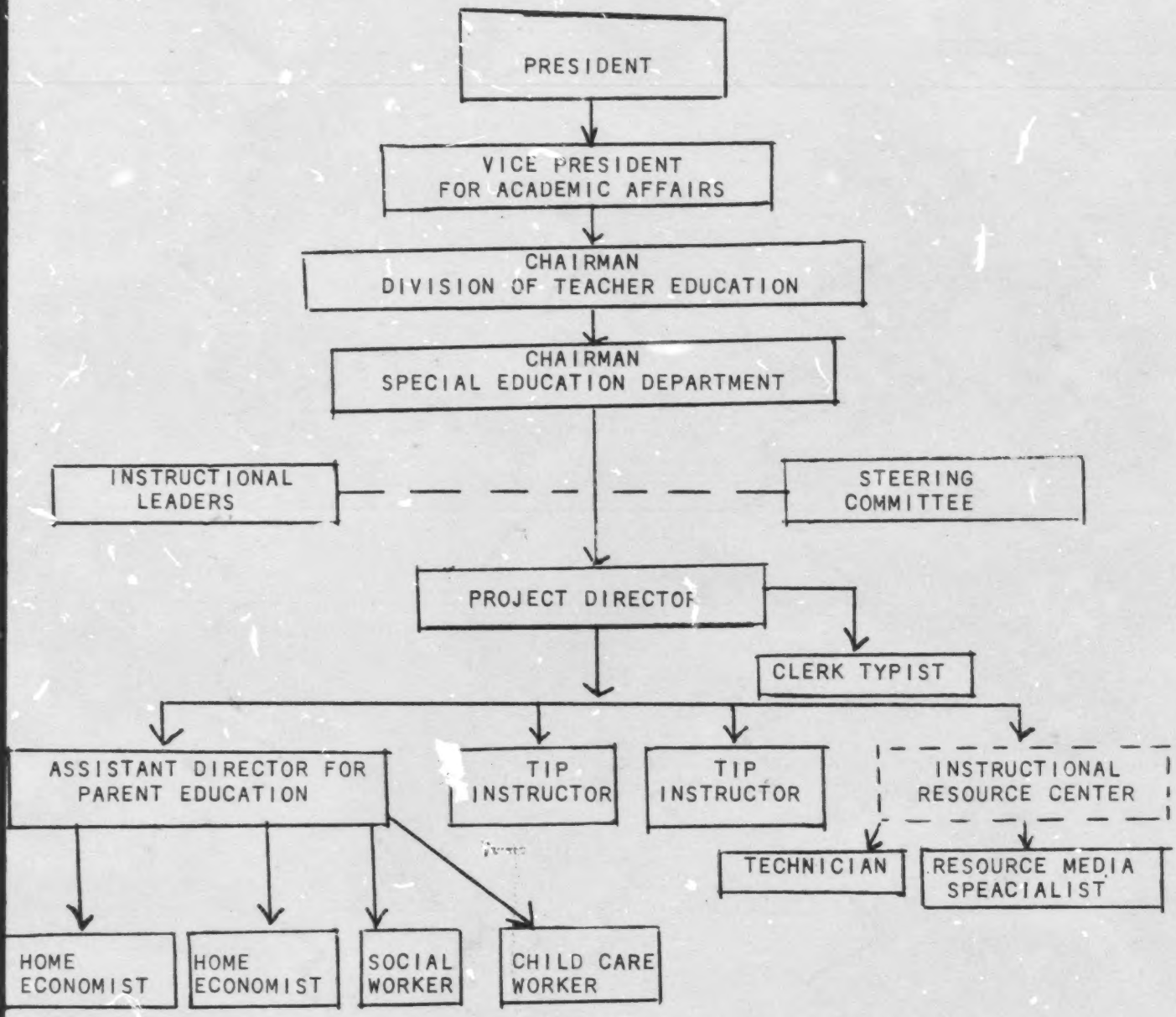


Figure I

Table of Organization

Steering Committee Members (left to right) front row: Ms. Anna Keelin, Dr. Ruth Diggs, Dr. Elaine Witty; back row: Mr. Ralph Newton, Dr. Kermit Diggs, Dr. Roy Woods

Project Staff Members (left to right) front row: Mrs. Annabell Scarbrough, Ms. Brenda Robinson, Mrs. Eunice May, Dr. Helen Bessant; back row: Mrs. Fairy Rutledge, Mrs. Rebecca Parker, Mrs. Leola Robinson, Mrs. Catherine Schulte

Teacher Instructional Program

This is the primary component of the project. The overall objective of the project is to enhance the sensitivities and increase the competencies of regular classroom teachers and other educational personnel such that they can effectively meet the educational needs of children in their classrooms who exhibit special learning problems. Participants in the project each year have included in addition to teachers of grades K-6, resource teachers, teacher aides, and principals (See Table I).

Table I

Enrollment in the TIP

Year	Norfolk T	P	A	R	†	Virginia Beach T	P	A	R	†	Chesapeake T	P	A	R	†	GT
1969-70	44	1	-	1	46	16	1	-	-	17	-	-	-	-	-	53
1970-71	13	1	-	-	14	7	-	-	-	10	12	1	1	2	15	39
1971-72	30	2	-	-	32	2	-	-	1	13	7	-	-	-	7	42
1972-73	21	2	-	-	23	-	-	-	-	-	12	1	2	2	17	40
1973-74	10	2	0	0	12	9	-	-	4	13	6	2	4	2	14	39
1974-75	5	-	2	-	7	10	-	-	4	14	7	-	3	7	17	38
																251

*T=Teachers, P=Principals, A=Aides, R=Resource Teacher, †=Total, GT=Grand Total

With this population efforts were made to achieve the overall goal of the project through the following objectives:

1. Participants will acquire knowledges of the nature of mild handicapping conditions and appropriate educational needs as measured by instructor-made tests.
2. Participants will enhance their skills in diagnosing, prescribing, and remediating learning problems as measured by successful execution of a case study on a child and instructor observations.
3. Participants will develop the ability to design materials and activities which extend the resourcefulness of regular classroom teachers in diagnosing and treating learning problems of pupils in basic skills and the content areas as measured by demonstration in seminars and instructor observations.
4. Participants will demonstrate ability to individualize instruction in their classrooms as measured by instructor observation and self-report.
5. The participants will increase their awareness of the importance of good parent-teacher, community-school relations as measured by instructor made instruments.
6. The teachers will respond positively to others in interpersonal relationships and exhibit sensitivity for and acceptance of others as measured by Harris'

Machiavellianism Scale and Fey's Acceptance of Others scale.

7. The participants will be able to analyze and conceptualize the problems faced by and the special needs of children in ethnic and cultural minority groups as measured by self-report and the Winecoff-Kelly Test for Teachers.

Summer Institute

Each year a three-week summer institute was held during the last two weeks of June and the first week in July in which the forty persons participated. This full-day intensive institute focused in two general areas: (1) survey of exceptionalities and (2) psycho-educational evaluation.

The program in exceptionalities provided and introduction to special education. All categories of exceptionality were explored. Lectures, video-tape presentations, research, field trips, and discussions were the vehicles by which these conceps were presented. Outstanding lecturers and consultants were invited to enrich the seminars.

Participants gained skills in psychological and educational diagnosis and evaluation during the institute also. Topics treated in this segment included intelligence and intelligence testing, achievement testing, assessment of social-emotional adjustment, and appropriate tests of special disabilities e.g. perceptual dysfunction. The teachers gained skill in administering a battery of formal and informal instruments which would identify strengths and weaknesses of a pupil with a learning problem. They also developed

good reporting techniques under the tutelage of the project staff and outside consultants and lecturers.

Academic Year Seminars

For the first three project years, thirty-two weekly half-day seminars were held during each academic year. During the last two project years, sixteen half-day seminars held bimonthly were conducted during the academic year. These seminars addressed varied topics responding to teacher needs as participants sought to deal effectively with learning problems exhibited by mildly handicapped children in their classroom.

Additional attention was given to the administration and interpretation of tests, including those included in the state testing program. Assistance was also given in transiating these test results into meaningful prescriptions. Participants received guidance in teaching techniques and the preparations and use of instructional aids in the basic skills and content areas.

The concept of mainstreaming was clarified, alternative instructional models described, and assistance in arriving at a variable model given. Other topics treated included teacher-pupil interaction, operation of learning centers as a step toward individualized instruction, cultural and ethnic minorities, career education, and behavior modification procedures.

There seminars built on the foundation of skills established in the summer institute. The academic year seminars were problem-oriented in that they were responsive to expressed needs of the participants. These newly acquired, or refined, skills were then

applied in the classrooms. Here again, when assistance was needed, it was available.

Resource Services

Two members of the project staff, who are designated as instructors provided resource services to the participants during the academic year. These services were varied. These service included:

(1) expeditor - to help teachers utilize referral procedures of the school system

(2) manager - to give teachers assistance in the application of behavior modification procedures learned in the seminars; to help teachers organize their time and activities.

(3) supplier - to suggest available resources in the community, school system, and college; to, when necessary, deliver these materials to the teacher.

(4) curriculum specialist - to help the teacher apply concepts gained in the seminars — prescriptive teaching, setting up and operating learning centers.

The service for which there was greatest demand was assistance in curriculum. Teachers felt a real need for assistance in implementing programs based on instruction in the seminars. They desired help in the gradual introduction of the learning-center concept in the classroom. Their greatest demand was for assistance in diagnosing learning programs and prescribing the appropriate prescription. Beyond this step, many wished individual and small-group tutorial instruction of children who posed some difficulty in programming. These were either children who were awaiting special placement or whose test results did not dictate special placement but whose performance deviated so far from the mean that special

programming was appropriate. Table II reflects the number of teachers and children who were served once or twice each week during 1974-75.

Table II
Provision of Weekly Resource Services

School	No. Teachers	No. Children Served in Classroom	No. Children Given Small Group Inst.	No. Children Given Individualized Inst.
East Ocean View	3	99	14	8
Pretty Lake	4	119	14	12
Newtown Road	8	250	20	15
Crestwood	13	420	36	25
Shelton Park	4	104	12	5

The teachers were assisted with the administration of formal and informal instruments. Children were assessed and received instruction in: (1) sensory-motor development, (2) perceptual skills, (3) reading-language arts (oral expression, comprehension, handwriting, visual discrimination), (4) English language (for several bilingual children), and (5) mathematics.

A wide variety of activities and materials were formulated and used in meeting individual needs. For example, the children were encouraged to create and construct materials related to topics discussed in the classroom. They also used manipulative materials to reinforce basic skills and received assistance with content areas under study in their classes. This gave them an opportunity to make a contribution to the program and to experience success and personal satisfaction.

Specific kinds of resource services given to the project participants which proved helpful to whole classes include:

1. Helped to develop learning-centers.
2. Compiled and disseminated materials on reversals.
3. Designed appropriate materials for pupils with perception problems.
4. Administered activities that would develop motor and coordination skills.
5. Shared materials designed to improve social adjustment of selected pupils.
6. Developed multisensory and readiness materials.
7. Provided guidance on behavior modification programs.
8. Developed mini instructional modules on selected topics.
9. Provided materials from the Instructional Resource Center.

Consultatn Dr. Jasper Harris and assistant

Principal and participant Mr. Will Jones, Dr. Helen Bessant and Mrs. Fairy Rutledge examine teaching aids

Mrs. Leola Robinson, center, demonstrates her "Fun Board" for two participants

Project participants discuss appropriate use of teaching aids

Cultural Diversity: A Timely Topic

Helen P. Bessant, Ph. D.
Project Director

The Education Professions Development Act (EPDA) which was passed in the late sixties had as its primary goal the preparation of individuals for service in critical professions. These were areas in which there was either a shortage of trained persons or areas in which increased emphasis was deemed appropriate. One of these areas was the education of majority and minority group members to best meet the instructional needs of children in the regular classrooms with mildly handicapping conditions with particular emphasis on the "culturally disadvantaged" (more appropriately termed "culturally different" today).

No more is the concept of "America the melting pot" emphasized in education. Rather our country is recognized as one of many ethnic groups and many cultural segments. Educators today speak of cultural plurality. Therefore the focus on understanding and respecting cultural differences is very timely.

The EPDA-Special Education Project at Norfolk State was funded in 1969 to increase the competencies and enhance the sensitivities of regular educators such that they will effectively meet the educational needs of children in their classrooms who exhibit learning problems. This project was to focus on "culturally different"

children in selected school systems. Subsequently, since this project's inception it has been concerned about and it has given its attention to cultural diversity among the staff and students in the Norfolk, Virginia Beach, and Chesapeake schools.

Several indices may be examined which demonstrate the attention given to cultural diversity by this project. These include: (1) racial composition of schools selected to participate in the project, (2) race of project participants, (3) experiences in cultural diversity and multiethnic studies, and (4) acquisition of curriculum materials on multiethnic studies.

Schools are selected for designation as full service project schools by a prescribed procedure. Title I schools are identified by the project steering committee member from each school system. Designation as a Title I school is based on a large portion of the enrollment being comprised of children from low-income homes - thus being identified as "culturally different." Thru conferences, need for and interest in the project on the part of the principal and faculty at selected Title I schools are determined. Subsequently each school which has been served by the project has had a racial composition basically in agreement with the city's census for the last four years. Therefore, it may be concluded that the major ethnic groups in this geographical area, mostly white and black Americans, were equitably represented in each school.

Participants in the project usually volunteered, as a result of their own interest, to become a part of the project's activities. Each year the class roster reflected participation

of both white and black educators. Data in Table III reveal the percentage of the two ethnic groups participating in the project each year.

Table III

Ethnic Composition of EPDA Project by Year

Year	Black Americans	White Americans
1969-70	73.9%	26.1%
1970-71	45.8%	55.0%
1971-72	52.5%	47.5%
1972-73	52.5%	47.5%
1973-74	48.7%	51.3%
1974-75	52.6%	47.4%

During each year of the project, attention has been given to the understanding and improvement of skills in the areas of multiethnic studies and human relations. This effort was evidenced by the conduct of seminars by project staff and invited consultants focusing on teacher-pupil, teacher-parent, teacher-principal and other significant dyadic interpersonal relations as well as other group combinations. American history has been examined giving specific attention to the roles of minority group members. The cultures of major minority groups have been studies. Methods of study have included lectures, video tapes and other audio-visual techniques, as well as simulation analysis and discussion.

Field experiences are an integral part of this project. These activities give the participants opportunities to see successful

innovative programs in operation in other systems. Opportunities to attend conferences on important topics also fall in this area. Majority and minority group members participating in the project comprise each group who engage in a field experience. Included among these experiences have been visits to the Arlington, Richmond, and Lynchburg, VA; Atlanta, GA; Philadelphia, PA, public schools and attendance at conferences on the exceptional child in Williamsburg, VA; cultural diversity here in Norfolk and in Las Vega, Nevada; and on learnig disabilities in Miami, Florida.

Since the inception of this project the holdings in the Norfolk State College Instructional Resource Center, now an associate center in the national ALRC-RRC network, have more than quadrupled. Among the additions are many books, filmstrips, records and other teaching materials which will help the classroom teacher to focus on the cultural plurality of our contemporary society. Aids are available for the study of ethnic groups found in our immediate community as well as throughout the world.

The aforementioned indices evidence the focus of this project on cultural diversity. This project seeks to effectively respond to the charge given it as an EPDA project to give emphasis to the instruction of the "culturally different" and ethnic minorities in a balanced fashion recognizing that the similarities among children far outweigh any differences along ethnic lines. The overall goal is to make every teacher a better teacher of ALL children. To achieve this goal educators are given increased skills to help them recognize and respond to individual differences among

children demonstrating a knowledge and understanding of cultural and ethnic backgrounds as well as handicapping conditions.

Teacher Readiness for Cultural Diversity in the Classroom

Helen P. Bessant, Ph. D.
Project Director

Good human relations is a significant concern in our contemporary society. America no longer seeks to be a "melting pot" for a variety of cultural groups, but rather, to be an aggregate of cultures. The emphasis is no longer on oneness or conformity but rather on recognition and acceptance of diversity. To this end schools today are charged with a major responsibility for enhancing human relations and understanding through multiethnic studies. Schools should provide opportunities for interaction and appreciation of differences which prepare the student to function effectively in a larger society in adulthood.

Classroom teachers today are confronted by social change which forces them to address themselves to intergroup differences or cultural diversity. They should be uniquely equipped to effect changes in behaviors and attitudes of children and adults. They should have a grasp of the necessary knowledge to impart which will correct misconceptions and clear up questions. If the teachers are to in fact be effective in this area, they should have internalized appropriate values and should exhibit appropriate behaviors for such effectiveness.

Inquiry was made to determine where a group of educators stood on this matter. An instrument designed to guide self-exploration by Winecoff and Kelly (1969) was administered. This test is comprised of thirty items which measure classroom climate, individual preparation, teaching technique and materials, and interpersonal relationships. Samples of the items follow:

1. Does your classroom conduct inspire your students to respect one another and be open and honest in their communications with you and with other students?

2. Do you try to prevent latent prejudices or stereotyped thinking from unfairly influencing your discipline or evaluation of students?

3. Do your classroom pictures of great people include Negroes as well as whites?

The authors indicated that a total score approaching 83% positive responses "would seem to indicate that the teacher is moving positively and effectively to meet the problems and challenges of school desegration" (p. 8).

Results

The cumulative responses of the PIP participants during the fifth month of involvement in this Project resulted in a score of exactly 83%. This suggests that the teachers and other educators who participated in this Project possess the values and skills to be effective teachers and advocates of cultural diversity. For additional information, this instrument will also be administered to a group of non-project participants.

Winecoff H. Z. & Kelly, E. W. Jr. Teachers, free of prejudice? Integrated Education: A Report on Race and Schools, 39, 1969.

Evaluation of Program and Services

1974-75 Project Year

All participants in the project completed an evaluation form. Reported in Table IV are ratings of the influence of topics treated in the project seminars on the present performance of the participants. These data indicate that 50% or more of the participants reported that they were influenced by the Project on all items except one.

	SA	A	S	D	SD
1. Reading-Language Art Activities	33%	52%	15%	-	-
2. Mathematics Activities	15%	47%	29	6	3%
3. Writing and implementing behavioral objectives	37%	43%	11	9	-
4. Identification and understanding of exceptional children	56%	28%	17%	-	-
5. Diagnosis of mental and academic abilities	47%	28%	22%	3	-
6. Programming for children with learning problems	50%	26%	24%	-	-
7. Utilization of services of teacher aides	24%	38%	24%	10%	3%
8. Awareness of teacher-pupil interaction in the classroom	36%	42%	17%	6%	-
9. Interpersonal relationships with peers and superiors	34%	43%	23%	-	-
10. Improved race relations with children and adults	26%	38%	29%	6%	-
11. Behavior Modification	5%	32%	15%	3%	-
12. Mainstreaming	20%	40%	34%	6%	-

Project participants indicated that they prefer to have consultants make presentations in the seminars and given a choice of local or nationally reknown consultants, they opted for the latter. They prefer field experiences out of the city and state to local trips. Given a choice between written assignments and oral sharing and reports, the support was overwhelmingly for the latter.

Having fresh memories of project experiences, participants were asked to identify the major strength and major weakness. In general they saw the sharing by many consultants in the seminars and the knowledge gained by exceptionalities as strengths. The weakness most often stated was the long (three hours) academic year seminars and the tendency of an over zealous staff member or consultant to forget to give a break during the seminar. Specific responses are reproduced below:

Knowledgeable speakers weakness? Length of speeches

Knowledgable consultants Variety of informational sources weakness? None

Being Informative weakness? _____

Experienced consultants weakness? _____

Field trips weakness? Breaks

Conveying a clear understanding of the Rationale of the weakness? None

Variety of Sources weakness? Summer condensation was difficult & absent at times

The special value of participation in the project were salary increment credit and opportunities to get certified or review certification.

Finally participants were asked to give any other reaction to their experiences. A sampling of their responses follow:

The project could have been just as effective by conducting the summer session and then having staff aid us in our schools with only occasional class meetings when an outside consultant was available.

I thoroughly enjoyed the summer sessions.

I have become more knowledgeable, and secure in dealing with learning problems in my area of work

I have gained a wealth of information on many subjects. I feel I am a better teacher and person from participating in this class.

Behavior Mod. improved my classroom a great deal. It was a big help!

As a result of the project I feel more confident in my own situation of teaching. That I am capable of meeting the needs of the children with the Lords help. It has widened my experience and motivated me to further study. When there is a desire there is a way.

The project has helped me more able to identify and understand exceptional children. I also learned to write and use behavior modification more effectively.

~~The EPPA Program were very helpful in helping me to understand children.~~

~~Helped tremendously in setting up individual learning stations and coordinating other activities in the classroom all going on at the same time.~~

I am very happy that I was selected to participate in the project. It was a very, very rewarding experience. I learned many many new things.

C. Ashby

I found most of the speakers informative and enjoyable. I also enjoyed my experiences with the project staff.

Field trips were very important both in the summer and academic year. I learned and saw a lot to help me accept children with problems. Consultants were great.

The experience of carrying out a behavior modification procedure and the construction of a learning activity package were very worthwhile experiences. Also to be commended was the field trip to other schools.

Parent Education Program

The Parent Education Program (PEP) operated conjointly with TIP to help children with learning problems to be effectively served in the regular classroom. The project staff recognized the great significance of the home environment to the total well being of the child. Consequently, since the project's inception there has been a PEP facet.

PEP participants generally come from the same school communities served by the TIP in Norfolk, Chesapeake, and Virginia Beach, Virginia. Since 1969-70 when there were about 37 participants the parent enrollment has risen 125 parents during 1974-75.

Thirty-two (32) weekly sessions, each at least four hours in duration, were conducted at each PEP during each academic year. During the first year (1969-70) evening sessions were attempted but found to be inconvenient, and therefore ineffective, based on parent report. Subsequently, these sessions were conducted during the school day and preferably at the project school. In cases of crowded schools, PEP was based at a nearby church in the school community.

Oftentimes parents who participated in the project had young children. As a service to these persons to make it possible for them to enroll in the project, baby sitting

services were provided the second through the sixth project years. During 1970-71 college students from the Social Work department gained practicum experiences through child care experiences providing learning activities for the children of participants. Thereafter the services of a community person were employed on an hourly basis to care for the children when this service was necessary.

Self Development Training

All parents enrolled in the project participated in the self development component. This component provided participants with experiences to enhance their home environments and their stations in life. The specific objectives follow:

1. Participants will gain knowledge of crafts and ideas to make their homes more attractive as measured by completed projects.
2. Participants will understand how to plan, shop for, and prepare inexpensive well-balanced meals as measured by an instructor-made test and by self report.
3. Participants will gain information concerning job opportunities and the application process as measured by instructor-made tests and simulated analysis.
4. Participants will be able to correctly shop for fabric and notions and complete an easy-to-make garment as measured by product evaluation.
5. Participants will acquire knowledge of good thrift habits and consumer economics as measured by

an instructor-made test.

6. Participants will acquire increased knowledges of family health and safety as measured by an instructor-made test.
7. Participants will be able to construct and initiate activities in their homes for their children which will enhance their (the children's) school performance as measured by product evaluation and self report.
8. Participants will demonstrate improved skills in child management based on increased knowledges of child development as measured by self report.

To achieve these objectives, experiences at each session were divided into three general areas. The initial segment was in social services. It focused on child development; the family, including health and safety; contemporary problems (e.g., alcoholism, drug addiction, marital discord, mental health, etc.); career education including procedures and preparation for taking the examination for the general equivalency diploma; effective use of social agencies in the community; and consumer education to make wise decisions regarding insurance, installment buying, bargains, etc.

Another segment of each session focused on homemaking skills. This involved the acquisition of skills in arts and crafts to make the home attractive inexpensively; family budget management; the

purchase and preparation of nutritions, well-balanced meals, inexpensively; and basic sewing skills necessary to make simple garments.

The third segment of special concern in this project was pre-academic and academic activities. The focus of this segment was two-fold. It sought to enhance the basic skills and general competence of the parents and to increase their ability to plan activities and experiences for their young children to enhance their (the children's) school performance.

(For a more complete treatment of the curriculum for this program, see Learning about Living: Youth and Adult Education on Parenthood by Bessant, May, and Scarbrough available from this Project Office.)

Teacher Aide Program

Another component of PEP which some parents enrolled in the self development training elected to take was training in the teacher aide program. Persons who opted for these experiences attended an additional two-hour session each week for a minimum of twenty weeks. The specific objectives follow:

1. Participants will understand school law and the duties of a teacher aide as measured by an instructor-made test.
2. Participants will be able to apply techniques of instruction in the basic skills and pupil management as measured by critic teacher observation.
3. Participants will be able to construct attractive bulletin boards and teacher aides as measured by

product evaluation.

4. Participants will be able to use duplicating machines as measured by instructor and critic teacher observation.

Each of these objectives served as a cluster topic from which several instructional modules were developed. This training program for teacher aides provided participants with a marketable skill in preparation for possible job opportunities, increased their skill in provided supportive home experiences for their children, enhanced the parent-school relationships, and prepared parents to be more effective volunteers in the classrooms.

A variety of experiences are provided for parents to develop competence in the three general areas. These include discussion to topics; viewing of films and use of other audio-visual aids; simulation analysis; field trips to visit community resources and to see other school based programs; use of consultants; and action hands-on experiences in product development. Those who participated in the teacher aide program also were required to gain thirty (30) hours of practicum experience assigned to the classroom of a project teacher.

Self-Concepts of Parent Education Program Participants

Helen P. Bessant, Ph. D.
Project Director

Eunice May
Project Social Worker

The professional literature reveals that persons from low-income environments have disoriented and poor concepts of self. It has also been pointed out that they are present-oriented and seek immediate gratification. If these poor people do consider the future, it is with an aura of pessimism.

It has been only recently that the importance of the self-concept in the education of children has been recognized. Children whose experiences have resulted in poor images of self often perform poorly in class. These negative characteristics are transmitted from parent to child and the cycle continues.

The self-concept of selected parent participating in the Project were analyzed. Participants completed Likert-like checklists giving their reactions to personality characteristics. On the instrument, thrity-one participants indicated the extend to which the characteristic descr bed them. Next they responded to the same adjectives by ind:cating the extent to which they want to be like each characteristic. Finally, at another sitting, fifteen of the participants indicated the extent to which they want their children to exhibit the characteristics.

Thirty objectives were selected to comprise the instrument. Twenty terms were considered positive attributes. Examples are: cooperative, popular, intuitive, honest, prompt. Ten negative attributes, e.g. talkative, negativistic, eccentric, domineering, were included in the instrument. Definitions for each term were read to the participants as they responded to the instrument. A five point scale was used on which the participant indicated that a trait was entirely, mostly, somewhat, hardly or not like she is, would like to be, or would like her children to be.

The data from this investigation appears in Table V.

Needless to say this data does not evidence the poor self image which is considered common to low-income persons. The participants in this project did not reveal major differences between the way they are and the way they want to be. There was far more discrepancy about how they perceived themselves and how they wanted to be than how they wanted their children to be. These parents appear more likely to transmit good self-concepts to their children.

TABLE V

Participant Responses on Self-Concept

(In percentages)

	Entirely	Mostly	Somewhat	Hardly	Not	No Response
Like Me						
Positive Items	26.6	29.5	27.6	7.8	3.1	5.4
Negative Items	9.4	9.7	21.9	14.5	43.2	1.3
Like I Want to Be						
Positive Items	36.8	21.6	13.2	4.2	5.5	18.7
Negative Items	11.6	8.7	10.0	13.2	42.9	13.6
Like I Want My Children to Be						
Positive Items	91.7	3.0	1.3	0.3	2.3	.4
Negative Items	37.3	4.0	19.3	8.0	31.3	.1

EVALUATION

Self Development Training

A sample of twenty-one (21) participant, representing each of the four centers serving project schools, completed a questionnair on which they appraised their experiences. A Likett-type four-choice instrument containing twenty-five (25) items was administered at the end of the 1974-75 project year. Examinees responded 1 yes, 2 to some extent, 3 very little, and 4 not at all.

The questions on the instrument fall in three catergories: homemaking, social service, and general items.

On the homemaking items 100% of the Participants stated that they sewing provided useful information, while 75% stated that they understood sewing techniques. Twenty-five percent (25%) stated that they understood to some extent. All participants stated "yes" indicating that they feel that the instructors enjoyed helping them. Every participant (100%) found thrift tips helpful in grocery shopping.

All (100%) of the parents stated that they understood the objective's of the social services facet. Three-fourth (75%) of them felt that they has gained information on child development. Of the remainder, 15% stated that they

had gained information to some extent.

The general questions assessed overall reaction's to the format, design, etc. All (100%) of the parents felt that consultants had treated them as adults. Time was used effectively and efficiently in the opinion of 95% of the participants. Four percent (4%) responded "to some extent" to that item.

These responses evidence a general satisfaction by the participants with the self development training in PEP. Results of instructor made tests and instructor observation's corroborate these findings.

Teacher Aide Program

Data from teachers who supervised practicum experiences of parents who were trained as paraprofessionals in 1973-74 (N=24) and 1974-75 (N=6) are reported in Table VI. Five categories of queries were made. To each item the teacher was to respond on a four-point scale with a value of 1 most desired and of 4 least desired performance. The first category assessed the trainee's ability to follow verbal instructions when a demonstration is given without having them repeated. Ability to perform a previously learned task later the same day without requiring another demonstration comprises the second category. The third category is ability to read instructions without prior study and without assistance. Fourthly, the trainees ability to operate teaching and duplicating machines was assessed. The last category measured

was the trainee's ability to apply previously learned skills in new situation's. The evaluation results reported in Table VI clearly evidences the success of the participants in this facet of the project.

Table VI

Teacher Aide Trainees Evaluation

Task	1973-74					1974-75				
	1	2	3	4	*	1	2	3	4	
1. Following verbal instructions	80%				20%	99%	1%			
2. Performing previously learned task	80%				20%	90%	10%			
3. Reading instructions	100%					100%				
4. Operating teaching/duplicating machine	20%		20%		60%	50%	25%			25%
5. Transferring previously learned skill	60%	4%				95%		5%		

*N =Not observed

The Instructional Resource Center

The services of the Instructional Resource Center (IRC) have proven to be especially helpful. Much of the latest curriculum materials, many professional books, teaching aids, and activities are housed in the IRC. Also some of the most modern audio visual hardware for teaching is available from this Center for which a major source of funding has been this Project.

The factor which enhances the effectiveness and increases the scope of services of the IRC is the establishment of the Virginia Learning Resources System (LRS) which is, in turn, associated with the Associate Learning Resource Centers/Remedial Resource Centers Network. The IRC staff served as prime movers in the establishment of the Virginia LRS.

The Instructional Resource Center

1. serves as a curriculum materials center for pre-service teachers at Norfolk State College.
2. serves as a supplementary center to the school systems in Tidewater, Virginia.
3. makes innovative instructional media (hardware and software) available to educators and parents on a short-term basis.

4. makes accessible to individuals in Tidewater, Virginia all instructional media in the learning resource center network.
5. conducts exhibits, demonstrations, and workshops on instructional media in the Tidewater, Virginia school systems.

The following information is excepted from the IRC annual report of June 30, 1975:

During the fiscal year, July 1, 1974 through June 30, 1975 the Center loaned

Articles	423	
Books	4,832	
Films	131	
Filmstrips	450	
Machines	434	
Pamphlets	76	
Tapes (cassettes)	121	
Teaching Aids	3,661	
Tests	737	
Total Loans (1974-1975)		10,865

This represents an average daily loan count of 46.03 items, an average weekly count of 236.19 items.

* * * * * * * * * * * * * *

The Center has registered 1,030 educators as regular Center clients. This roster represents all public school systems in the immediate area, Cities of Chesapeake, Norfolk, Portsmough, Virginia Beach and the greater Tidewater area... It also includes three parochial schools, two private schools, most of the public agencies

and private organizations involved in educational programs, and special institutions serving exceptional needs.... The increase in Old Dominion University students, at both graduate and undergraduate levels, and the number of regular classroom teachers using the Center has been considered the attributable factor (for the increase in regular clients from 781 as of June 30, 1974).

* * * * * * * * * * * * * *

During the period March 1, 1975 through June 30, 1975, the Instructional Resource Center provided services for two Norfolk Public Schools inservice programs, one Teacher Corps (Norfolk State College, Norfolk Public Schools, Chesapeake Public Schools) workshop, the Cerebral Palsy Center, the EPDA Paraprofessional Program, the Virginia Association for the Gifted Annual Conference in Charlottesville, and the Norfolk Public Schools Mainstreaming Conference for Administrators.

EPILOGUE

This project began with a scurry and excitement which was portentous of what was to come during this next six years. The project was to be innovative - an introduction of new approaches and concepts to the regular education.

Although there was a cadre of considerable size of leaders who had the covage to talk about a concept termed "mainstreaming" it certainly was not a household word among special educators and was virtually unheard of by regular educators in Tidewater, VA - like most areas of the country. The staff of this project dared to introduce the participants to the concept. The experiences provided for persons touched by this project led the way for preparing the educational community to accept more structure mainstreaming efforts which later materialized.

The last page of this report is written with the certain knowledge that this project in a large measure achieved its primary objective but, without satisfaction which often results in complacency. It is hoped that this project set a precedence in the local education agencies six years ago but that it has been supplemented during the interim by more innovative programs which have built on the foundation set by this project.

Another outcome expected of this project was a change in the College's Division of Teacher Education such that retraining efforts like this project will not be necessary in the foreseeable future. (However, periodic self-renewal of teachers will always be necessary. Numerous cooperative efforts have emanated from with in the Division since 1969. Modules on the exceptional child have been included in all elementary education courses, special education professors have taught courses for the Teacher Corps Project, and elementary and special education professors have team-taught. Presently, additional cooperative ventures are in various planning stages. We have come a long way.

So, project staff bows out gracefully - with the certain knowledge that both the local education agencies and the college are better for having had the project.

Appendix

EPDA Pupil Survey Form

Name of Pupil _____ Sex ____ Age ____

Address _____ Grade Level _____

School _____ Teacher _____

A. Reasons for referral

B. Observations of learning problems

C. Observations of physical defects

D. List specific content areas which assistance is requested

E. Check type of assistance requested

1. Identify resources _____
2. Secure resources _____
3. Diagnosis of difficulty _____
4. Individualized instruction _____
5. _____

F. Comments

1. Academic achievement _____
2. Attendance good ____ fair ____ poor ____
3. Health good ____ fair ____ poor ____

Student | School | Teacher | Case No.

Date | Prescription # | Consultant

Skill to be developed

1. Sensory - Motor Integration skills

Date	Specific Behavioral Objectives	Methods of Implementation	Resources
	The student will be able to judge lapses in time and be aware of time concepts.	1. Use a classroom calendar so that the student may say each day as it arrives. 2. Use a clock where the hands can be manipulated by the student. 3. Tell stories about holidays, seasons, etc. 4. Give specific times that classroom activities should be completed using an alarm clock. 5. Make a scrapbook of pictures cut from magazines to show differences in young and old, day and night, etc. Label each picture. 6. Teach poems about the days of the week, holidays, seasons, etc.	1. Alarm clock 2. Pictures 3. Poems 4. Filmstrips (season's-night and day) 5. Records and record player

Evaluation and Recommendation

As a result of the implementation of the listed methods the students are able to judge lapses in time and be aware of time concepts.

STEERING COMMITTEE

Liaison Administrators

Carroll, Walter, Assistant Superintendent for Instruction, Virginia Beach Public Schools, 1973-75.

Kingdon, Franklyn (Ed.D.). Assistant Superintendent for Instruction, Chesapeake Public Schools, 1970-75.

McGuire, Bruce, (Then Director of Instruction). Assistant Superintendent for Personnel, Virginia Beach Public Schools, 1969-73.

Newton, Ralph, Director of Elementary Education, Norfolk Public Schools, 1969-75.

Principals

Booker, Homer; Carver Elementary School, 1973-74.

Burrus, Arnell; Crestwood Elmentary School, 1974-75.

Calhoun, Clarence; Roberts Park Elementary School, 1970-71.

Clay, Charles; Coleman Place Elementary School, 1973-74.

Cole, Ruth; Aragona Elementary School, 1973-74.

Cowden, Robert; Rena B. Wright Elementary School, 197-71.

East, John; Ocean View Elementary School, 1973-74.

Harvey, John; Campostella Heights Elementary School, 1971-72.

Helmer, James; Luxford Elementary School, 1973-74.

Henderson, Walton; Bowling Park Elementary School, 1969-70

Johnson, Mary; Seatack Elementary School, 1969-70.

Jones, Will; Portlock Elementary School, 1972-73.

Le Blanc, John; John Goode School, 1971-72.

Lovelack, Daniel; Newtown Road Elementary School, 1974-75.

Morgan, Bernard; Seatack Elementary School, 1971-72.

Robinson, Donald; John Marshall Elementary School, 1971-72.

Robinson, Maggie; Young Park Elementary School, 1971-72.

Shropshire, Helen; Diggs Park Elementary School, 1971-72.

Sigler, Mary; East Ocean View & Pretty Lake Elementary School, 1974-75.

Smith, Alma; Ingleside Elementary School, 1973-74.

Thompson, Geraldine; Laura E. Titus Elementary School, 1969-70.

Vaughan, Hugh; Chesterfield Heights Elementary School, 1969-70; 1972-73.

White, J.; Courthouse Elementary School, 1970-71.

Wiggins, Joseph; Shelton Park Elementary School, 1974-75.

Community Persons

Artis, Lizzie. Parent Participant, Norfolk Public Schools, 1972-75.

Keelin, Anna. Minister of Education, Westminster Baptist Church, Norfolk, 1969-75.

Lassiter, Adeline. Parent Participant, Norfolk Public Schools, 1969-73.

College Personnel

Bozeman, Herman (A.D.) Chairman, The Division of Teacher Education, 1969-75.

Brooks, Lyman (Ph. D.), President, 1969-75.

Diggs, Kermit (Ph. D.), Professor, Secondary Education, 1969-75.

Diggs, Ruth (Ed. D.), Chairman, Special Education Department, (Project Director, 1969-72), 1969-75.

Strong, Ethelyn (Ph. D.) Chairman, Social Work Department, 1969-75.

Witty, Elaine (Ed. D.), Chairman, Elementary Education Department, 1970-75.

Project Publications

Booklets

Bessant, Helen. Pointers for Parenting (editor), 1974.

Ideas and Activities for Educators (editor), 1974.

May, Eunice, Scarbrough, Annabell. Learning About Living - Youth and Adult Education on Parenthood, 1975.

Scarbrough, Annabell. Guiding Growth in Reading, Reference Manual, 1973.

Teaching Activities

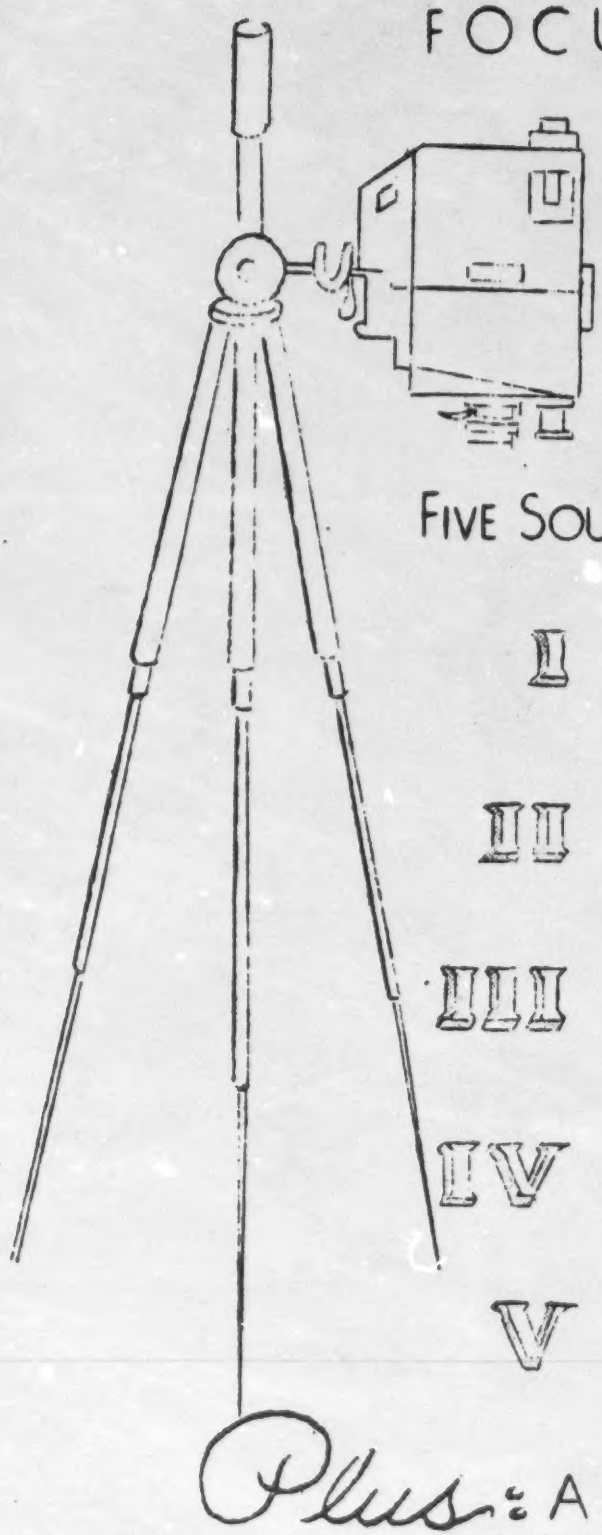
Moore, Irma (Participant, 1972-73) Toss-A-Word: A social studies activity for intermediate grade student.

Robinson, Leola (Project Instructor, 1971-75) Learning Board A multi-activity board for perceptional skills development at the primary level.

Rutledge, Fairy (Project Instructor, 1973-75) Alphabet Game An activity to build vocabulary among young children.

Patches A phonics game to build word clusters for primary and intermediate level students.

FOCUS ON . . . .



Aids for Adult Education

FIVE SOUND-FILMSTRIPS ON TIMELY TOPICS

I **YOUR CHILD GROWS UP**

Child development, conception to adolescence; social, emotional, physical, and intellectual development

II **PLANNING AND PREPARING INEXPENSIVE BALANCED MEALS**

The basic four; selecting inexpensive substitutions; selective shopping; effective use of kitchen equipment

III **A STITCH IN TIME . . .**

Stretching the buiget by sewing; plan before you purchase, selecting fabric, the pattern, sewing your garment

IV **SELECTING AND PURSUING A VOCATION**

Exploring the job market; completing forms, the interview; the high school diploma

V **HOME ACTIVITIES TO ENHANCE YOUR CHILD'S SCHOOL PERFORMANCE**

The school's goals for your child; homework; helping in the basic skills; educational experiences at home and away from home

Plus: A COMPREHENSIVE INSTRUCTIONAL GUIDE

For further information, call or write:

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Phone - 804 - 623-8736